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GMST 489: I-witness Field School (3.0 units)

Course Description

By analyzing what Andreas Huyssen has termed “present pasts,” you have the opportunity to explore how the past is negotiated in the present and, specifically, how issues such as racism, antisemitism, and homophobia are addressed in four European countries today. This 3-unit field school analyzes the ways in which the Holocaust is memorialized in Central Europe and builds an understanding of how memories of the Holocaust are relevant in today’s world. The course promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums, and monuments of the Holocaust. Upon return to Canada, you are expected to share your experiences through formal presentations and discussions on campus, in high schools, and with the local community.

Class Meetings and Travel

GMST 489 runs during the May-August term, although actual class sessions occur only for the first four weeks of the term. The first week of classes (May 4 - May 8) takes place on the University of Victoria campus. Class sessions are held during that week from 9:30 am to 3:30 pm (with a break for lunch) Monday through Thursday and from 9:30 am to 12:30 pm on Friday. Class sessions resume in Berlin on Monday, May 11th at 9:00 am. The typical daily schedule in Europe includes walking tours, class sessions, and site visits.

Itinerary

Monday, May 4 – Friday, May 8	Class sessions at UVic
Saturday, May 9 – Sunday, May 10	Flight to Berlin
Monday, May 11 – Friday, May 15	Class sessions in Berlin, Germany
Saturday, May 16	Train to Weimar, Germany
Sunday, May 17 & Monday, May 18	Class sessions at the Buchenwald Memorial
Tuesday, May 19	Weimar
Wednesday, May 20	Flight to Warsaw, Poland
Thursday May 21 & Friday, May 22	Class sessions in Warsaw
Saturday, May 23	Train to Cracow, Poland
Sunday, May 24 – Tuesday, May 26	Class sessions in Cracow, Poland
Wednesday, May 27	Flight to Amsterdam, Holland
Thursday, May 28 – Saturday, May 30	Classes in Amsterdam

Texts

The reading list was initially made available to you in December and all texts are available in the Department of Germanic and Slavic Studies Reading Room (Clearihue D-252). Films are available in the McPherson Library. ***It is important to remember that you should complete all the readings and film showings prior to the first day of class in May.***

Office Hours

During the first week of classes, I will be holding office hours Monday and Thursday from 3:30 – 4:30 pm. After that, office hours will be held by appointment only (since I will not have a regular office during our travels). Please feel free to talk to me at any time during the field school travel as well as in the remaining months of the summer term.

Learning Objectives

- Observing how the Holocaust has been memorialized in Germany, Poland, and the Netherlands
- Exploring how memorialization changes over time and place
- Understanding the developmental stages of genocide
- Discovering how various groups were affected by the Holocaust
- Acquiring a deeper understanding of antisemitism, racism, religious intolerance, homophobia, and the stigmatization of the mentally and physically disabled communities
- Participating in the ongoing intercultural dialogue of the Holocaust
- Reflecting on the consequences of hatred

Description of Assignments

Assignments are divided up according to the three stages of the field school, pre-travel assignments, experiential-learning assignments during our travels in Central Europe, and post-travel assignments.

1. Pre-Travel assignments include reading and discussing the course readings. In addition, you will complete an analysis (500-words each) of five of the readings and/or films on the reading list. You are also expected to research one of the sites we will be visiting and make a presentation on it.
2. Experiential-Learning assignments during the trip include keeping a course journal and helping maintain a course blog. You will also lead a pre- and post-site discussion on the specific site you researched and will act as our “guide” during the site visit.
3. Post-Travel Assignments include the content of a post-travel presentation to the community, a reflective paper, and a seminar paper. You are expected to make a public presentation (either orally or in writing) about the field school experience. This public forum may take various forms (e.g., an article for a newspaper, a presentation to a community group, an exhibit). You are also expected to write a

10-12 page (double-spaced) reflective paper on the trip that not only includes personal reflections on the experience, but also addresses some of the topics and issues discussed in the course regarding how the Holocaust has been memorialized in Central Europe. The seminar paper is a 12-15 page (double-spaced) academic paper addressing one of the specific topics covered in the course.

Assessment and Grading

Evaluation Criteria	Percentage	Grading Scheme
Participation/Preparation	10%	A+ 90 - 100%
Written Reflections on Course Readings	10%	A 85 - 89%
Site Research	15%	A- 80 - 84%
Contribution to Course Blog	5%	B+ 77 - 79%
Public Presentation	15%	B 73 - 76%
Reflective Paper	15%	B- 70 - 72%
Seminar Paper	30%	C+ 65 - 69%
		C 60 - 64%
		D 50 - 59%
		F 0 - 49%

Participation/Preparation: This includes coming to class prepared (having done all of the reading assignments before the class begins) and active participation during class sessions and site visits.

Written Reflections on Course Readings: On the first day of class, five double-spaced 500-word written reflections and analyses are due pertaining to your choice of five readings or films listed on the reading list. Your reflections should address the following questions: What main points is the author trying to make? What parts of the reading (if any) do you find the most beneficial as we embark on our journey? What aspects (if any) do you find the most troublesome or problematic? Do you view anything differently after having read this text or having watched this film?

Site Research

In February, each participant is asked to sign up for a specific site to research. You are responsible for completing individual research on the site you choose and sharing it with the class. During the first week of instruction, you are expected to give a 10-minute presentation on your site. You should prepare a handout and include at least one visual (either on your handout or in the form of a slide in a projected presentation). During the trip, you will lead two discussions about your site (one short pre-visit discussion and one 20-minute post-visit discussion). You will also act as our unofficial “guide” during our site visit. Your initial presentation is worth 10% of the grade and the two discussions are worth 5% combined.

Contribution to Course Blog

Each day of our trip (after we leave UVic) one or two students will be in charge of posting a blog for that day. The blog should include a summary of the day’s events and reflections

on the learning that took place. Students are asked to sign up for a specific day during the first week of instruction. Guidelines for appropriate blog use will be distributed during the first week of instruction and technical training on how to post a blog will be provided. The grade for this component depends on both the quality (4%) and the aesthetics (1%) of your submission.

Public Presentation

Course participants are expected to make a public presentation (either orally or in writing) about the field school experience. You are free to choose the type of presentation you wish to give (newspaper article vs. oral presentation) and need to make the necessary arrangements with the educational or community group you have chosen. The presentation can take place in Victoria, in Europe after the program is over, or in some other geographic location. If you are giving an oral presentation, you are expected to turn in a summary of your talk (e.g., where and when it took place, how many people were in attendance, what was presented) an analysis of how it was received (e.g., questions that were asked, discussions that took place), as well as a reflection on the choices that you made in terms of content and delivery (e.g., the message you were trying to get across, how you went about doing so, and the effectiveness of your delivery). If you are writing a newspaper article, you should submit a copy of your submitted article, the name of the newspaper where it was submitted, and a discussion of the choices that you made when putting the article together (e.g., the message you were trying to get across, how you went about doing so, and why you chose to submit it to this particular newspaper). The reflections you submit on your presentation should not exceed five double-spaced pages. The actual talk (if you wrote it out) or newspaper article can be attached as an appendix. The material may be submitted electronically or as a hard copy. The due date is **August 3, 2020**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2020.

Reflective Paper

While in Europe, you are expected to write in a journal every day. These journals will not be handed in—but you may find them helpful when you work on your final reflective paper (and you may even choose to quote from your journal). The reflective paper should be 10-12 double-spaced pages in length. The focus of this paper is on the experiential learning that took place on this trip as well as your insights as to how the Holocaust has been memorialized in Central Europe. The paper may be submitted electronically or as a hard copy. The due date is **August 3, 2020**. Late submissions will lose 2 percentage points per day and will not be accepted after **August 10, 2020**.

Seminar Paper

The seminar paper is a 12-15 page (double-spaced) academic paper addressing one of the specific topics covered in the course (e.g., memorialization in East and West Germany, gender and memory, etc.). This is a research paper and should include at least 6-8 outside sources (including any relevant readings from the reading list). You may use any common style manual (as long as you do so consistently). The paper may be submitted electronically or as a hard copy. The due date is **August 3, 2020**. Late submissions will lose 2 percentage points per day and will not be accepted after **August 10, 2020**.

Departmental Course Policies

University Policy on Human Rights, Equity and Fairness

The University promotes a safe, respectful and supportive learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members:
https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf.

A Note on Pronouns

The Department of Germanic and Slavic Studies acknowledges and supports each student's right to and preference for their own personalized pronouns.

Accessibility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning as soon as possible. Staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Concessions and Documentation

Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor's note or a memo from Counseling Services, or a memo from a coach, employer, or faculty member. It must be dated before or close to the time of the missed work or classes.

Withdrawals and Deferrals

If you miss substantial amounts of class and assignments without documentation, you will be asked to withdraw or will receive an 'N' at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course. You are to familiarize yourself with the withdrawal dates in the current academic calendar.

A Note on Academic Integrity and Plagiarism

Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating, or aiding others to cheat violate University policies on academic integrity and are considered serious offence. You must inform yourself about the university regulations (see UVic Policy on Academic Integrity).

Unauthorized Use of an Editor

An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization.

Add/Drop Deadlines

It is your responsibility to attend to ADD/DROP dates as published in the Calendar and the Undergraduate Registration Guide and Timetable. You will not be dropped automatically from a class that you do not attend.

Classroom Conduct

Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform her or his teaching duties in a cooperative, distraction-free, and effective manner. Activities that could disrupt the learning environment for you and your instructor would include the non-academic use of electronic devices. You are expected to turn off your cell phones, mp3 players, and other electronic devices during class. The use of laptops is not necessary in the dynamic and participatory environment of a discussion-based course.

Course Experience Surveys

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.